The background of the slide is a light blue gradient with a large, detailed image of water ripples and bubbles on the left side. The text is positioned on the right side of the slide.

July 2025 Environmental Education Board Update

Trout Report and ELP Overview

Presented by: Becky Gilbertson

The background of the slide is a close-up photograph of water. On the left side, there is a large, turbulent splash of water with many white bubbles and deep blue shadows. From this splash, concentric ripples spread out across the entire surface of the water, which is a light blue color. Several smaller, individual bubbles are visible, some as simple circles and others as more complex, multi-layered spheres.

Trout Report

This year marked a fresh start for our Trout in the Classroom program under the leadership of our new coordinator, Lisa Schumacher. While we have previously participated in the program with a former science teacher, the equipment had been returned when they left. Fortunately, we were able to reassemble and set up the system, incorporating some new equipment. The tank functioned well throughout the year with no major issues.



Timeline & Student Engagement

- Egg Delivery: 287 eggs received on December 13
- Hatch Dates: Hatching began December 20 and was largely complete by December 30
- Swim-Up Stage: Completed by January 12, with 260 viable fry
- Monitoring: Students monitored water quality and feeding three times per week

The tank was located in our school's solarium, easily viewable through a large window. Students across all grade levels enjoyed watching the trout develop through various life stages. Older students contributed by creating a trout life cycle display above the tank. While highly engaging, the tank also became a bit of a distraction at times — a sign of how exciting the experience was for our students!

• We concluded the experience with a special “Farewell to the Trout” day before release.



Challenges & Highlights

Challenges:

As with any first-time program, our main challenges were learning the routine, recognizing what changes were typical, and understanding the overall care cycle.

Highlights:

- Arrival of the eggs and observing the hatching process
- Successful release day, where one student accurately guessed the final number: 225 trout
- Interactive science learning at the release site, led by Evan Griggs, including aquatic life exploration and water quality testing with students wearing waders

The background of the slide is a close-up photograph of water. It shows intricate patterns of light and dark blue ripples, with several small, clear bubbles rising to the surface. The lighting creates a shimmering effect on the water's surface.

Community Involvement & Outreach

- TIC was featured on our school's Saint Patrick's Day Parade float, including promotion of the upcoming trout release
- Included in the Governor's Youth Fishing Opener media bags with informational flyers
- Regular Facebook updates shared photos and progress with families and the community

The background of the slide is a close-up, high-speed photograph of water. It shows intricate patterns of ripples, bubbles, and splashes, creating a dynamic and textured blue surface. The lighting highlights the movement of the water, with some areas appearing more turbulent than others.

Looking Ahead

We're excited to continue building on this year's success. For next year, we plan to:

- Improve communication and information materials for students and families
- Enhance organization and scheduling
- Utilize newly purchased trout transport coolers and other equipment for a smoother release process

We're grateful for the opportunity to participate in the TIC program and are proud of how engaged our students and community were in this hands-on science experience.

**This information is from the [Trout Report](#) created by Lisa Schumacher*



2025 Environmental Literacy Plan Results

*These results have not yet been verified by Osprey Wilds.

Indicator 1: Awareness

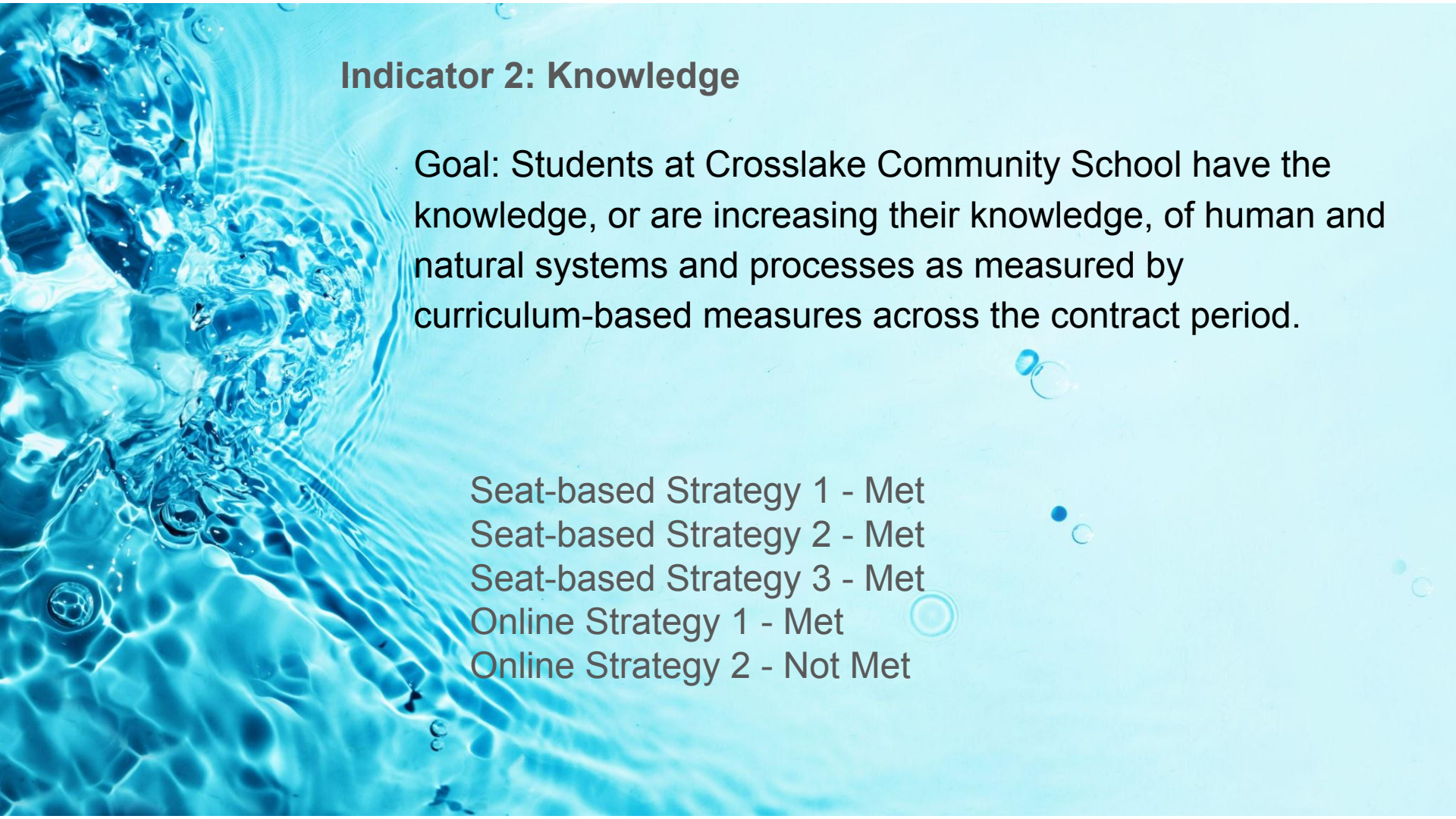
Goal: Students at CCS have the awareness, or are increasing their awareness, of the relationship between the environment and human life as measured by curriculum-based measures across the contract period.

Seat-based Strategy 1 - Not Met

Seat-based Strategy 2 - Met

Online Strategy 1 - Met

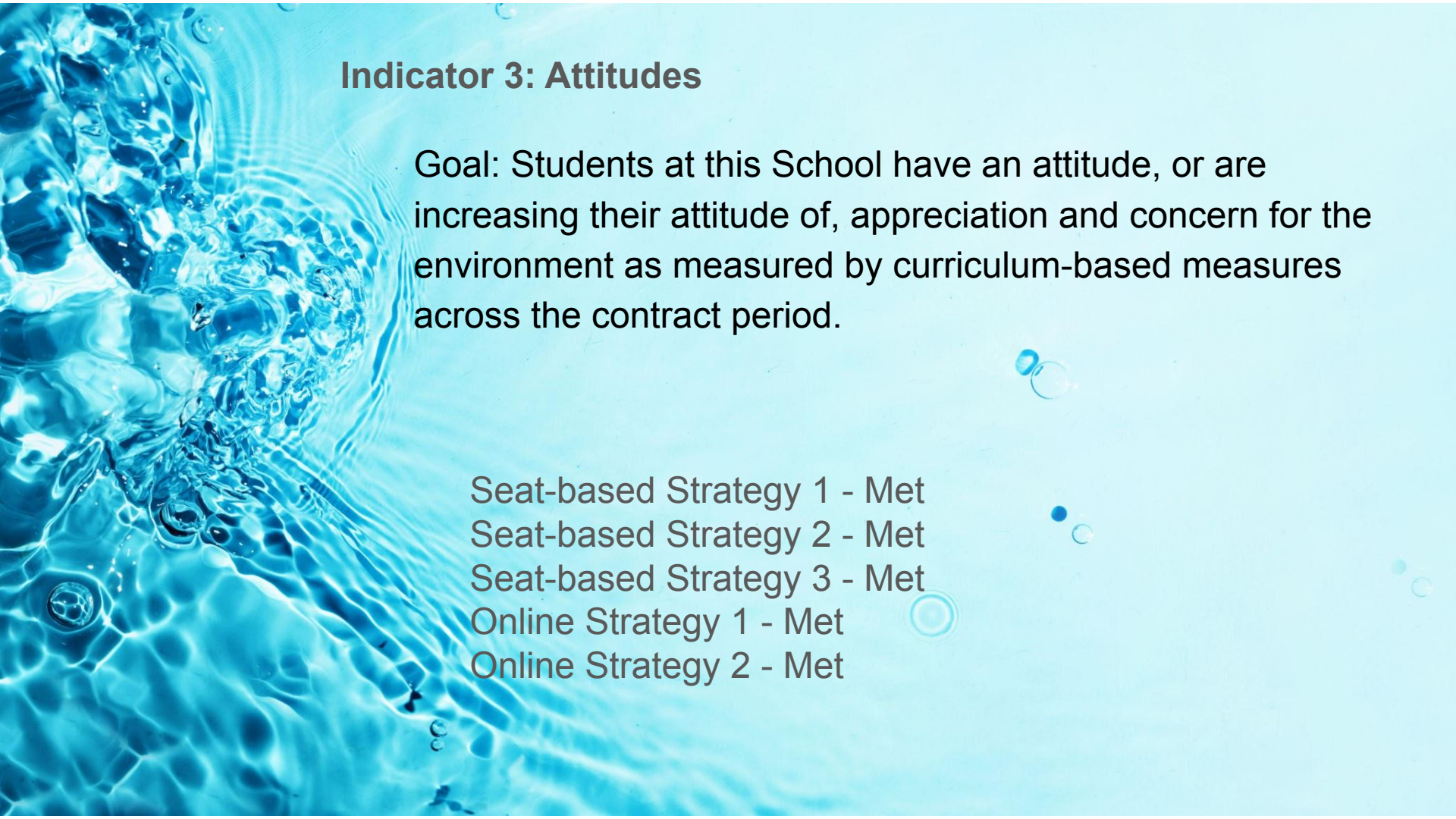
Online Strategy 2 - Met

The background of the slide is a close-up photograph of water. On the left side, there is a large, turbulent splash of water with many white bubbles and deep blue shadows. From this splash, concentric ripples spread out across the entire surface of the slide. The water is a clear, vibrant blue, and the lighting creates a shimmering effect with highlights and shadows on the ripples.

Indicator 2: Knowledge

Goal: Students at Crosslake Community School have the knowledge, or are increasing their knowledge, of human and natural systems and processes as measured by curriculum-based measures across the contract period.

Seat-based Strategy 1 - Met
Seat-based Strategy 2 - Met
Seat-based Strategy 3 - Met
Online Strategy 1 - Met
Online Strategy 2 - Not Met

The background of the slide is a close-up photograph of water. On the left side, there is a large, turbulent splash of water, creating many white and blue bubbles and ripples. The rest of the background is a lighter blue with subtle, concentric ripples and a few small, isolated bubbles.

Indicator 3: Attitudes

Goal: Students at this School have an attitude, or are increasing their attitude of, appreciation and concern for the environment as measured by curriculum-based measures across the contract period.

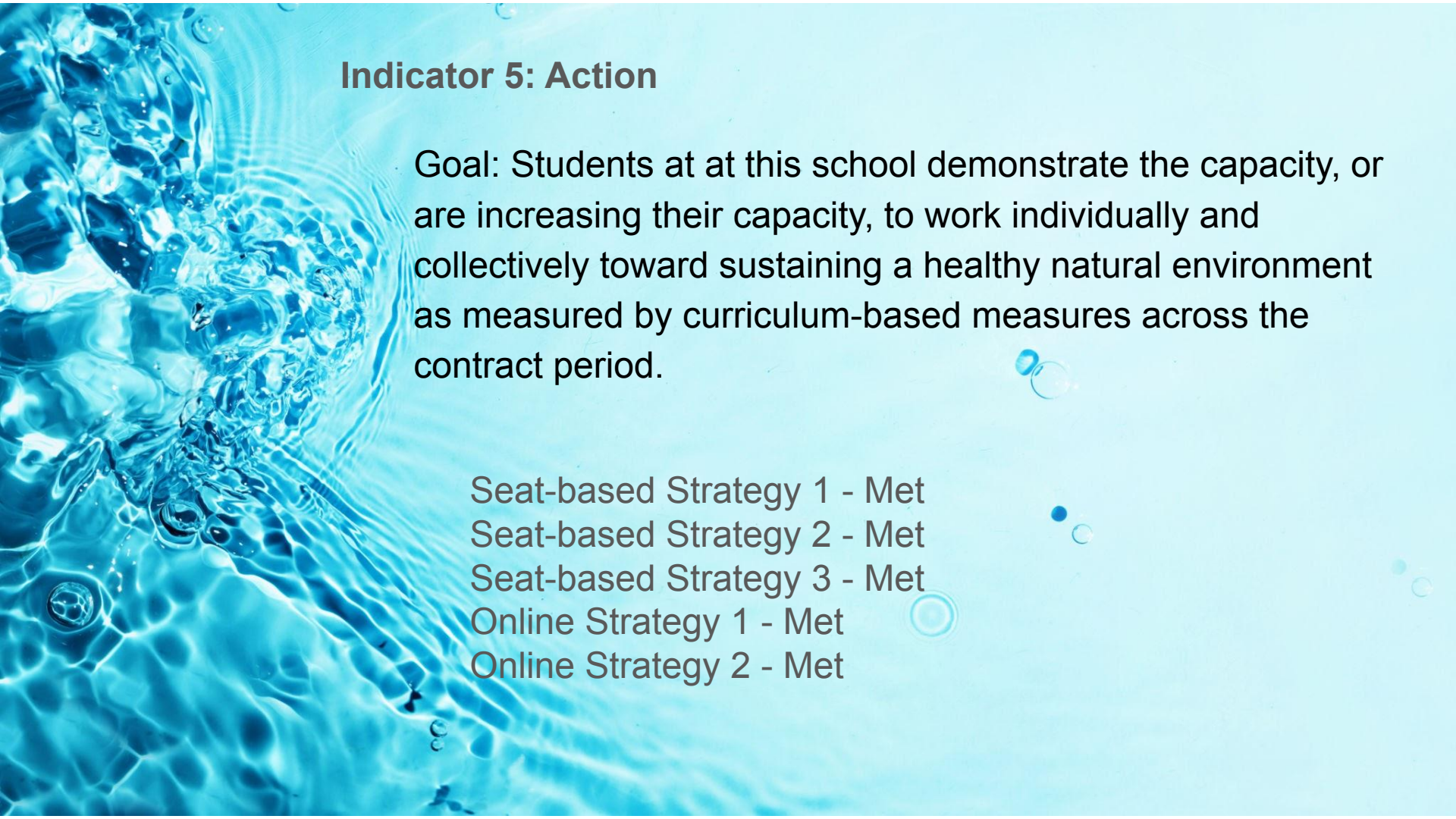
Seat-based Strategy 1 - Met
Seat-based Strategy 2 - Met
Seat-based Strategy 3 - Met
Online Strategy 1 - Met
Online Strategy 2 - Met

The background of the slide is a light blue gradient with a large, detailed image of water ripples and bubbles on the left side. The water is a deep blue, and the bubbles are white with blue outlines. The ripples create a sense of movement and depth.

Indicator 4: Skills

Goal: Students at this school have or are increasing their problem solving and critical thinking skills as it relates to the environment and human life as measured by curriculum-based measures across the contract period.

Seat-based Strategy 1 - Met
Seat-based Strategy 2 - Met
Online Strategy 1 - Not Met
Online Strategy 2 - Met



Indicator 5: Action

Goal: Students at at this school demonstrate the capacity, or are increasing their capacity, to work individually and collectively toward sustaining a healthy natural environment as measured by curriculum-based measures across the contract period.

Seat-based Strategy 1 - Met
Seat-based Strategy 2 - Met
Seat-based Strategy 3 - Met
Online Strategy 1 - Met
Online Strategy 2 - Met

The background of the slide is a close-up photograph of water. On the left side, there is a large, turbulent splash of water, creating many white foam bubbles and intricate ripples. From this splash, concentric ripples spread out across the surface of the water towards the right. The water is a clear, vibrant blue, and the lighting creates bright highlights on the peaks of the waves and bubbles, contrasting with the deeper blue of the water. The overall effect is one of dynamic movement and freshness.

25-26 ELP Goals for Online

- Increase participation
- Refine reporting processes to include all relevant information
- Revise strategies as needed

The background of the slide is a close-up photograph of water. On the left side, there is a large, turbulent splash of water with many bubbles and intricate ripples. This splash transitions into a calmer area on the right, where the water surface is covered in fine, concentric ripples and small, isolated bubbles. The overall color palette is various shades of blue, from deep cerulean in the splash to light sky blue in the calmer areas.

Looking ahead to 25-26

My goal for environmental education is not to add something new but to find the ways that environmental education adds to the things we are already teaching and doing. To that end, our EE professional development this year will focus on ways that we can add virtual EE field trips that will enhance our curriculum and highlight our connection to the world around us.



Questions?



Thanks for your time!